

Health & Wellbeing Resource

9-13



RESONATE



The Oh Yeah Music Centre

The Oh Yeah Music Centre, Belfast is a designated hub for music, a registered charity and a live music venue. Our mission statement is 'Open Doors to Music' which is rooted in creating access of opportunity for all. Our vision for our Youth Engagement work is to utilise our unique placement within the creative industries to provide professional access, encourage tangible skills development and enhance the strengths of young people all whilst providing space and opportunity to be creative.

Resonate

The Resonate is a project designed and delivered by the Oh Yeah Music Centre in Belfast, it is funded through the Education Authority's Regional Programme Funding.

The main aims of the Resonate programme are:

- To provide creative support to local youth provisions
- To increase the access to music and creative arts for young people
- To support the provision of safe places for young people to express themselves and get creative!

Overview of the pack

This resource pack is designed to support the provision of informal music education by youth workers in local youth provisions across Northern Ireland.

The pack contains a selection of **Icebreakers** to use with groups of young people to begin the creative process and get young people talking and having fun with music. This is complemented by a specific downloadable resource of music icebreakers.

There is a link to themed **Playlists** that can be found on YouTube. This is a selection of songs that link to the theme being addressed and can be used as a talking point or as background mood music to sessions.

There are **Activities** laid out that are designed to assist the conversations leading to core themes being communicated in a creative way, through the medium of music.

The pack is supported by online **Music Resources** such as backing tracks, instructional videos and PDFs that can be used for any of the themes and will support groups in understanding theory, creating, writing and recording music.

The **Template Programme** provided is designed in four sessions to be delivered on a weekly basis. This can be condensed and delivered in a day workshop or as part of a weeklong scheme. This programme is designed to complement the themed activities.

There are practical ideas for sessions that should encourage participants to draw on their own musical interests and experiences and there are some resources to ignite further exploration of topics and themes.

This pack is suitable for use in any informal provision, by all youth workers regardless of their previous musical experience or their own skill level. The youth worker's role will be to help create the space for creative expression to happen, to draw out key issues, to safely challenge each young person to individually contribute and to move outside their comfort zones.

Additional support

The pack is supported by online music resources such as backing tracks, instructional videos and PDFs. These can be found at: www.resonateni.com.

For more information on Youth Music Engagement, please email youth@ohyeahbelfast.com

We hope you find this resource a useful tool to engage young people within your provision in creative, musical activities.



Playlist

We have curated several playlists that can be used as discussion points, resources for young people to take away or just background music to your session. There is a YouTube link to the overall playlist and then a list of the individual tracks.

<https://bit.ly/ResonateHealth6> - Health and Wellbeing (9-13)

Artist	Song	Youtube Link
Anna Kendrick	Get Back Up Again	https://youtu.be/IFuFm0m2wj0
Destiny's Child	Survivor	https://youtu.be/Wmc8bQoL-J0
The Greatest Showman	This Is Me	https://youtu.be/CevxZvSJLk8
Katy Perry	Roar	https://youtu.be/CevxZvSJLk8
Christina Aguilera	Beautiful	https://youtu.be/eAfyFTzZDMM
R.E.M.	Everybody Hurts	https://youtu.be/5rOiW_xY-kc
Danny Gokey	The Comeback	https://youtu.be/Qvr64VsNT-s
David Guetta	Titanium	https://youtu.be/JRfuAukYTKg
Miley Cyrus	Climb	https://youtu.be/agyTn10mW74
Florence + the Machine	Shake It Out	https://youtu.be/WbN0nX61rls
Bobby McFerrin	Be Happy	https://youtu.be/ddiB65scQU
Alicia Keys	No One	https://youtu.be/rywUS-ohqeE
Sara Bareilles	Brave	https://youtu.be/QUQsqBqxoR4
Glee	Don't Stop Believing	https://youtu.be/JseWWhrUz9TY
Shakira	Try Everything	https://youtu.be/c6rP-YP4c5I
Michael Kamakawiwo'ole	Over The Rainbow/ What A Wonderful World	https://youtu.be/Z26BvHOD_sg

Icebreakers Key



Performance



Music theory



Getting to know



Songwriting



Movement



Emotions

Dance Island



+ Aim:

Participants will have a bit of fun and get a chance to understand movement in relation to space, timing and style of music.

+ Time:

15 mins

+ Materials:

- Music that can be paused, large sheets of paper and a large clear space.

+ Activity:

- Clear a space and lay out pieces of newspaper on the floor. Play music and have your participants dance on their piece of paper.
- When the music stops, they are to move off the paper, fold it in half, and prepare to dance when the music starts.
- Each time the music stops, they must fold the paper in half again. Participants are eliminated each time they step off the paper while the music is playing. The last young person dancing on the folded piece of paper wins.

+ Facilitator Notes:

- ✓ The bigger the paper to begin with the longer the game goes on. Allow participants a couple of tries so that they can improve their approach and techniques each time.
- ✓ Remind participants to remain respectful as those who fall off may feel embarrassed.
- ✓ Remind participants of moving safely.

Drop / Jump / Stop



To help everyone warm up, relax the atmosphere, activates listening and kinetic comprehension

+ Materials:

- Music to play, a phone with an alarm or ringtone or some instruments.

+ Activity:

- While the leader plays some music, all participants are walking around the room. Three kinds of sound cues are set, for example:
 - ① Music stops,
 - ② A bell or phone alarm ringing while the music continues,
 - ③ Leader shouts 'STOP'.
- *[These cues can also be about using specific instruments]*
- With every sound cue, an assigned movement must be performed.
- For example, when the music stops, all participants quickly lay down on the ground and resume walking as the music resumes; with the ring of a bell or ringtone the participants jump in the air and resume walking immediately afterwards;
- with the group leaders call all participants stop for a moment and then resume walking.

+ Alternative Activity:

- Participants divide into groups. The same cues are assigned different movement responses for each group. For example, a ring of the bell means 'jump'; for one group, 'stop'; for the other group and 'drop - lay down' for the third group.

Mute Zones



This is useful to get the group moving about, warmed up and having fun.

+ Materials:

- None

+ Activity:

- The room is divided into “sound” and “mute” zones. All participants choose a simple song or a melody they can sing or hum. Upon entering a “mute” zone, a participant should switch to silent lip-syncing of the song and resume singing aloud upon walking into the “sound” zone

+ Alternative activity:

- The room can be divided into zones of gradually changing volumes, from quietest to loudest. Small groups of participants have to cross the room singing the song accordingly to the area they are in.
- The challenge here is to carefully choose the volume of singing in each zone so that it doesn't get too loud before the loudest area of the room is stepped into.

Creative Composing



This is great for testing and improving the memory of your group. They will be able to memorise and repeat sounds and improve attention skills.

+ Materials:

- Paper and Colour pencils / pens

+ Activity:

- Give each group member a sheet of paper and coloured pens or pencils.
- List the following on the flipchart:
 - A circle = hit your knees with the palm of your hand
 - A square = clap your hands
 - A star = snap your fingers
(If a student cannot do this, have them pat their left palm with the first two fingers of their right hand.)
 - A triangle = stomp your foot
- Ask each young person to create a song using the symbols and then write it on their paper so they can then hold it up for the others to follow.

+ Facilitator notes:

- ✓ It may be useful to team some young people up into teams of 2 or 3 if some need support.
- ✓ Facilitator should model the first time to show the group how best to do it with an easy example.



Little Maestros



This is a great way to introduce participants to the idea of reading or writing sheet music. Participants will be able to identify specific sounds via the symbol that has been assigned to them. They will also be able to use these symbols to form their own creation.

+ Materials:

- Sheets of paper and Pencils or pens

+ Activity:

- Start by designating some symbols for the different sounds that the participants can make using their bodies.
- Assign different symbols for clapping, whistling, tapping the table, stomping, slapping themselves on the thighs, shouting a word and so on.
- The symbols need to be things they can write quickly, like lines, circles, waves, and triangles. Assign at least 4 symbols to different sounds.
- Next, demonstrate how to write down a simple rhythm that you have made up.
- Once the young people understand the concept, write a few more examples on the white board and have the young people “read” the musical rhythms.
- Encourage the group to write their own unique rhythms and have the group perform them.

+ Facilitator notes:

- ✓ Some young people may need help with their own creations. Have some examples ready or be ready to team some participants up together to support one another.

Improvisation Game



This is a good way to get to know each other using music and helps to improve the group dynamic. Good way to incorporate music and sound into a name game.

+ Materials:

- None

+ Activity:

- This game of musical-improvisation helps to develop your group's imagination and not to be afraid to improvise with their voices by using various means of vocal expression (pitch of the voice, whispering, shouting, singing in any style, etc.) The leader should encourage as much creativity as possible.
- Everyone sits in the circle. A volunteer sits in the middle and tells his/her name. For example, let's say it is Tomas. He closes his eyes.
- Everyone sitting in the circle starts improvising by using any means of vocal expression and by creating their sounds from the name “Tomas”, for example “ommmmm, , ssssss, tomtomtomtom, Ttttttt, Ta-a-a-a-ass”. Without any conductor, the circle has to feel the common dynamics of what's being created and also to finish at the same time.



Facilitator notes:

- ✓ At the end, the person who was sitting in the centre should tell what emotions and visions came to him/her during the improvisation with his/her name.

Colour Connections

This is useful for the group to begin the song writing process in a way that is simple and easy to understand

+ Materials:

- Pens and paper, colours printed out or a range of objects in different colours.

+ Activity:

- Split the group into pairs or small groups. Give each group a colour (either written down or using an object of that colour).
 - ① **First step:**
Ask the groups to think of as many words, moods or phrases that they associate with the colour they have been given.
 - ② **Second step:**
Ask the groups to narrow down the most popular ones. Then with their list, start to form narratives, images and sentences, maybe even a storyline.
 - ③ **Third step:**
Encourage the group to start thinking of their storyline in terms of lyrics, using rhymes or couplets.
 - ④ **Fourth step:**
If the group are feeling ready, they can use our backing track resources to set their lyrics to or move on to the next stage and use our resource for creating your own beat or backing track.



Frog in my throat

Get the group warmed up, having fun and thinking of lots of different songs.

+ Materials:

- None

+ Activity:

- Split your group into smaller teams - whatever you think is suitable.
- Each group must come up with a song to perform and sing part of in front of the group - but there is a catch. They must perform this song as badly as possible.
- Young people are given time to decide their song and how they will perform.
- Take turns in performing songs and enjoy!

Facilitator notes:

- ✓ This is a great activity for breaking down barriers between groups who may not know each other, or who may be nervous about performing. As they are aiming to perform badly, it does not matter who is the best singer or performer, it's about having fun!



Find Your Hum



Get the group warmed up, get their voices warmed up and having fun. This is great to get the group moving and to break the ice with new groups.

+ Materials:

- Pen and paper

+ Activity:

- Choose a number of familiar songs (half as many songs as people in your group). (Pro tip: Use Christmas songs if this is a Christmas kick-off!)
- Type up the titles, print two sets, and cut into strips.
- When the game begins have everyone draw a song title and begin humming. The challenge is to move around the room and find the other person humming the same song!

Scavenger Hunt



To get the group to communicate with one another, to break the ice and to find out about people's likes and dislikes

+ Materials:

- List of questions
- On the first column, leave space for the personal answers, and on the second column, leave a blank space.

+ Activity:

- The group fill in their answers completely, and then move around amongst each other finding people with the same answers.

Your Answer	Question	Who Shares Your Answer
	Favourite genre of music?	
	Instrument you play?	
	Do you sing in the shower?	
	Can you dance?	
	Do you like to sing?	
	Favourite artist?	
	If you could meet any musician who would it be?	
	Favourite concert?	
	Have you ever written your own song?	
	Who would you like to see in concert? (Dead or alive!)	

Step Forward If...



This exercise can be used to demonstrate the commonalities or diversities within a group. This can help group facilitators to understand the diverse backgrounds of the group before beginning the main activity.

+ Materials:

- Enough space to form a big circle

+ Activity:

- Participants form a circle with everyone facing the inside of the circle. The facilitator asks participants to step forward into the circle if they feel they agree with the statement e.g. 'step forward if you love music'. After staying forward long enough for the rest of the group to see them, participants can step back to their original places in the circle. Another question is then asked, and so on.
- It can give a nice feeling amongst the group members if a round of applause was given for those who step forward.

+ Tip:

Offensive or sensitive topics should be avoided, especially with people who do not know each other very well yet. Example statements:

Step forward if. . .

- You like rock music
- You play a musical instrument
- You have ever written a song
- You are nervous to sing in front of anyone
- You sing in the shower

Body Percussion



To introduce participants to rhythm and beats and to explore the physicality of making music and sound and how our bodies can be sound makers. This is a great activity for getting the group to think outside of the box when it comes to rhythms and sounds, they can make just by using their body or voice. It can also be a good way to refocus a group after a high energy activity or break and bring them 'back into the room'. It gives the group a greater sense of what sounds they can make with their bodies and how physically, they can make rhythms without using any instruments at all.

+ Activity:

- The group stands in a circle and a participant starts to make a beat either using their body or with their voice which they repeat. The next participant then makes a new beat or sound and this continues round the circle until the last participant has made their sound.

+ Alternative:

- The first participant 'passes' the beat to the next person in the circle until the beat has travelled the whole way round the group and returns to the second person in the circle who then begins a new rhythm and passes to the next person until everyone has made up and passed on their own beat.

+ Alternative 2:

- Have all group members stand in a circle and close their eyes. A leader taps a participant on the shoulder, and they make a rhythmic sound with either their body or their voice. They continue to make this sound. The leader walks around the outside of the circle and randomly taps participants on the shoulder to contribute until everyone is making a sound or beat. The leader can then walk around the circle again and tap participants on the shoulder to indicate they should drop out until the group is silent again.

Activities Key



Performance



Music theory



Getting to know



Songwriting



Movement



Emotions



Mental Health



Physical



Social

Music Walking Debate



This is useful to begin the sessions for the group to explore music in the context of health and wellbeing, to start conversations

+ Materials:

- None needed

+ Activity:

- Identify one side of the room as 'Agree' and the other 'Disagree'. Read out the statements and ask participants to choose which side they feel more represents their thoughts on the statement. This can either be as binary agree/disagree choices with no middle ground or as a spectrum.

+ Example statements:

- There is no such thing as bad music, it's all about personal taste
- Music makes me feel better
- My friends and I all have the same music taste
- I use music to make me less stressed
- I listen to sad songs when I am sad
- Music is just noise our brain connects to emotions
- It should be mandatory for all young people to learn an instrument at school
- Anyone can write a song
- Music really affects my mood
- I have written my own songs
- My music taste is really different now than when I was younger

Move to the beat



+ Aim:

For the group to move, to understand how tempo affects a song, to allow their bodies to move to music. To understand that music can be used to boost their physical movements

+ Materials:

- A song that has various speeds, gets faster and slower

+ Activity:

- Have the group space themselves out in the room with room to move.
- Play a song that starts slowly and builds up to a much faster BPM (Beats Per Minute) and encourage the group to move around the room to the pace of the song (this may mean they are moving swiftly around the room so remind them of being aware of others and moving safely).

+ Extension:

Using the BPM video resource on the YouTube channel, introduce the group to the concept of Beats Per Minute.

+ Debrief:

How does the speed of a song affect the mood or feel or it? Does the tempo of a song affect how you feel when listening to it? What speed do you feel energised? What speed would work for relaxing?

Friendship



+ Materials:

Pen and paper (extension exercise can include instruments, devices to use free music making software eg: GarageBand, Serato DJ Lite)

+ Activity 1:

Walking Debate:

- I have one best friend
- Sometimes I fall out with my friends
- I find it hard to make new friends
- I have friends that I have known since I was very young
- I am only friends with people I go to school with
- My friends are all very similar to me
- I have been hurt by a friend before
- My friends talk find it easy to talk about difficult things
- I laugh with my friends a lot
- My friends have the same music taste as me
- I have someone I could talk to if I was feeling sad

+ Activity 2:

Can you think of any songs about friendship? Listen to our Friendship Playlist: <https://bit.ly/ResonateHealth7>

Examples:

- **You've Got A Friend In Me** - Toy Story
 - **Count On Me** - Bruno Mars
 - **You're My Best Friend** - Queen
 - **Graduation (Friends Forever)** - Vitamin C
 - **I'm Only Me When I'm With You** - Taylor Swift
 - **See You Again** - Wiz Khalifa Featuring Charlie Puth
 - **Army** - Ellie Golding
 - **Always Be Together** - Little Mix
 - **Brave** - Sara Bareilles
 - **Song For A Friend** - Jason Mraz
 - **Friend Like Me** - Aladdin
 - **Gift Of A Friend** - Demi Lovato
 - **Friend Like You** - Andy Grammer (Captain Underpants)
 - **Umbrella** - Rhianna Feat Jay Z
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- Listen to some of the friendship songs suggested by the group or in the Playlist and ask the group to think of a special friend they have. Can they think of a time that their friend was kind to them or that they were glad to be their friend?
 - Ask participants to write a letter to their friend to tell them the good things they think about them, why they are their friend and what they like about their friend.
 - When participants have completed the letter, this can be the basis for the extension exercise of putting it to music or rewriting in lyric form. Check out our downloadable resources and videos on how to write a song or the breakdown of a song.

Memory

This is useful for the group to begin to explore how songs can trigger memories and important emotions.

+ Materials:

- A speaker and a song-streaming platform

+ Activity:

- Have the group sitting comfortably in a circle. Ask the group the question 'can music trigger memories?' and seek opinions.
- Then ask the group to share a song that transports them to another place or makes them feel strong emotions connected with a person, place or memory - ask them to share this by searching for it on the song streaming platform and playing some of the song.
- For younger participants, trigger questions can sometimes be easier to direct the participants.
 - Pick a song that reminds you of Summer
 - Pick a song that reminds you of feeling happy
 - Pick a song that represents your identity
 - Pick a song that reminds you of your family
 - Pick a song that makes you feel sad
 - Pick a song that reminds you of your friends

+ Debrief:

Questions that could be asked:

- How did it feel to hear that song in the group?
- Was it different from listening to it alone?
- What emotions did you feel?
- Was it easy or tough to think of the one song to pick?



Songs as a coping mechanism

This is useful for the group for the group to begin to explore how songs can be useful for dealing with big emotions

+ Materials:

Speak, access to a song streaming platform, notebooks and pens

+ Activity:

- Have the group sitting comfortably in a circle. Ask them to share a song that reminds them of a tough time and to play a section of it on a song streaming platform.
- When all the group have shared their songs and you've heard snippets of everyone's song, pair up the group and ask them to write a verse or a chorus relating to something they have heard, either from the participants in the room or in the songs they have listened to.
- The group can either read them out, sing them or share them in the main group. These can be standalones or an extension exercise would be to combine some of the verses or themes into one piece.
- Check out our downloadable resources and videos for how to write a song and the breakdown of songs.

+ Debrief and Evaluation:

Questions that could be asked:

- How did it feel to hear that song in the group?
- Was it different from listening to it alone?
- What emotions did you feel?
- Was it easy or tough to think of the one song to pick?
- Did anyone's contribution affect you? If so, would you like to give that person some feedback or affirmation?
- What was it like to have to try and come up with a section of a song?



Social Media

This was one of the biggest issues that came up time and time again in our conversations with young people. These activities are starting points for a much wider conversation and for the group to begin to think about Social Media and the impact it can have on their wellbeing



+ Materials:

+ Activity 1:

- Begin with a walking debate on social media. One side of the room being 'Agree', the other being 'Disagree'.
 - Social media is a positive influence in my life
 - I have felt bad about something I have seen on social media
 - I have been bullied on social media
 - I have met new friends on social media
 - I follow bands I like on social media
 - I have discovered new music I like through social media
 - You should have to verify your ID before being allowed an account
 - You should be allowed to remain anonymous on social media if you want to
 - Young people who don't have a social media account are unpopular

+ Activity 2:

- Split participants into small groups and give each one the name of a social media platform [eg: facebook, twitter, tiktok, Instagram, snapchat].
- Their task is to make it a human, this can be either drawn out on flipchart or by having one of the group act it out. Here are some examples of trigger questions for the group to get them thinking:
- What is the platform's personality? What accent does it have? Does it like music? Does it like photography? Does it like arguments and debates? It is really young and cool or old and unfashionable or trying to be cool? Is it popular?
- Have each group present their 'image of a platform' either on the flipchart or by acting it out.
- This should enable conversation about how different platforms are useful for different types of engagement and interaction.

+ Activity 3:

- Have the group go back into their small groups and ask them to come up with as many words or phrases related to each of their platforms, moving on into sentences or lines, encouraging and exploring rhyming words and sentences until they can put at least four lines together about their platform.
- Bring the group back together to share their lines and try to work with the whole group to amalgamate the lines into verses and then into a song.
- Check out our downloadable resources and videos for how to write a song and the breakdown of songs.

+ Debrief:

- If you could create your own social media platform, what features would it have? What would it focus on?
- What are the most positive things about social media?
- What could be done to stop some of the negative aspects of social media?
- How would you encourage someone to keep themselves safe on social media?
- What would you do if you saw someone being bullied online?

+ Questions that could be asked:

- How did it feel to hear about other people's experiences with social media?
- How has social media made you feel?
- What things did you think were accurate about the images of social media platforms?

The Emoji Song

+ Aim:

For the group to begin to explore emotions and the communication of emotions.

+ Materials:

- Laminated print outs of emojis for each group, pen and paper

+ Skills:

- Communication of emotion, listening

+ Activity:

- Split the group up into small groups. Give each group a piece of paper or flipchart and some pens. Give each group a laminated print out of a popular emoji. The group must then decide what the emoji represents and put together some lyrics about the emotion behind the emoji.

+ Debrief:

Questions that could be asked:

- What did you think your emoji represented?
- What situations or scenarios did your group come up with relating to your emoji's emotions?
- How did it feel to write about that emotion?
- Did it make you think of anything in your own life?
- Did anyone in your group interpret the emoji totally differently?
- What is your favourite emoji?







